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Reports from the Classical Field

It is the purpose of this department to keep the readers of the *Journal* informed of events and undertakings in the classical field, and to make them familiar with the varying conditions under which classical work is being done, and with the aims and experience of those who are in one way or another endeavoring to increase its effectiveness. The success of the department will naturally depend to a great extent on the co-operation of the individual readers themselves. Every one interested in the *Journal* and in what it is trying to do is therefore cordially invited to report anything of interest that may come to his notice. Inquiries and suggestions will also be useful in directing the attention of the editors to things which may otherwise escape their notice. Communications should be addressed to J. J. Schlicher, 1811 N. Eighth Street, Terre Haute, Ind.

Civitas Romana Rochesteriensis.—Mr. Mason D. Gray, of the classical department in the East High School of Rochester, has given a description of this interesting experiment in the *School Review* for April, 1906. The organization of all the Latin students of a large high school into a Roman state would seem to be no small undertaking, and if the evidences of its success were not so clear, one might have some doubts of its feasibility. But apparently the "state," with all its officials, assemblies, collegia, and parties, is in good running order. It has now existed for three years, and if a vigorous party spirit will keep a state from dying, this one has no need to fear for its life.

At the last election the Populares won an overwhelming victory and elected nearly all their candidates. But a victorious party must do something to justify its possession of the offices, and a "Tour through Greece" appears to the defeated Equestres a wholly inadequate way to "correct the evils existing in the state." Yet this is what the Populares are proposing. The Optimates are concerned about the finances, to be sure, but it is only the Equestres who really have any insight whatever into the causes of the state's ailing. To them it is clear that the most deep-seated evil of all is the "ignorance of the masses concerning the purpose, constitution, history, and operation of our Roman government."

Hence this strenuous party of the opposition has started a campaign of education and has published, at its own expense, a pamphlet of twenty-seven pages, which gives a detailed description of the whole organization and its practical operation under high school conditions. At the end are the Fasti Consulares for the three years of the state's existence, to which is added the fourth, still in the future, but defiantly filled with the candidates of the Equestres.

Classical Dissertations in America, 1905-6.—The following received the degree of doctor of philosophy in the classics last year; the titles of their dissertations are added:

Catholic University of America—

1. Delaunay, John-Baptiste Etienne, "The Evolution of the Style of Tertullian" (to be published).

Columbia University—

2. Du Bois, Elizabeth Hickman, "The Influence of the Stress Accent in Latin Poetry" (publ., Col. Univ. Press).

Cornell University—

3. Harris, Clarence Owen, "The Life and Works of Archilochus on the Basis of the Original Sources" (to be publ.)
4. Mitchell, Lynn Boal, "The Moods with *Quod* and *Quia* Clauses in Early and Classical Latin" (to be publ.)
5. Otis, Margaret, "The Place and Influence of Stesichorus, Based upon a Consideration of the Original Sources" (to be publ.)

Harvard University—

6. Clark, Walter Eugene, "Quae de Rebus Indicis scirent Graeci Prisci quaeritur."
7. Darrow, Frederick Sage, "The History of Corinth from Mummius to Herodes Atticus."
8. McKinlay, Arthur Patch, "De Operibus Boethii Quaestiones Variarum."
9. Scoggin, William Campbell, "Ancient Life in India as Depicted in the Jātaka."

Johns Hopkins University—

10. Dodge, Arthur, "A Study of the Rhetorical Question in the Attic Orators— with Special Reference to the Tone of the Style as Affected by the Figure" (to be publ.)
11. Elderkin, G. W., "Aspects of the Speech in the Later Greek Epic" (publ., Baltimore: J. H. Furst Co., 1906).
12. Oliphant, Samuel Grant, "A Study of the Vedic Dual, Based upon the *Rig-Veda* and the *Atharva-Veda*" (to be publ.)
13. Smith, Charles Sidney, "Metaphor and Comparison in *Epistulae ad Lucilium* of L. Annaeus Seneca" (to be publ.)

Princeton University—

14. Angus, Samuel, "The Sources of the First Ten Books of St. Augustine's *De civitate Dei*" (publ., Princeton Press).

University of California—

15. Alexander, William Hardy, "Adversaria Critica: Suetonius *de Vita Caesarum* lib. VIII" (to be publ. in *California Publications in Classical Philology*).
16. Linforth, Ivan Mortimer, "Semasiological Studies in Virgil" (to be publ. in *California Publications in Classical Philology*).

University of Chicago—

17. Bondurant, Bernard Camillus, "Decimus Brutus" (to be publ.)
18. Ferguson, William Duncan, "Lexicographical Studies in the Macedonian Inscriptions" (to be publ.)
19. Kennedy, Mary Jackson, "Characterization in Tacitus and Ammianus" (to be publ.)

University of Michigan—

20. English, Robert Byrns, "The Right Hand in Classical Art and Literature" (to be publ.).
21. Woodruff, Laura Bayne, "Reminiscences of Ennius in Silius Italicus" (to be publ. in *Michigan Studies* [Humanistic Series III]).

University of Nebraska—

22. Hunter, Alice Cushman, "Quo modo cognationes Vergilius tractaverit" (to be publ.).

University of Pennsylvania—

23. Craig, Virginia J., "Wit and Humor in Martial" (to be privately printed).
24. Weldon, Ellwood Austin, "The Samkhya-Karikas" (to be privately printed).

Yale University—

25. Thompson, Maud, "The Property Rights of Women in Ancient Greece."
26. Thompson, Wilmot Haines, "The Use of Prepositions in the Greek Dialect Inscriptions."
27. Tukey, Ralph Hermon, "The Syntax of Isaeus: I. The Syntax of the Cases."

The following received the degree from Bryn Mawr College between 1900 and 1905, and the titles of their dissertations are added to supplement the list published in the *Journal* for June, 1906:

28. Claflin, Edith Frances, "The Syntax of the Boeotian Dialect Inscriptions" (printed in *Byrn Mawr College Monographs*, Vol. III, 1905).
29. Perkins, Elizabeth Mary, "The Expression of Customary Action or State in Early Latin" (privately printed, 1904).
30. Ritchie, Mary Helen, "A Study of Conditional and Temporal Clauses in Pliny the Younger" (privately printed, 1902).
31. Willis, Gwendolen Brown, "The Ancient Gods in Greek Romance" (publ., University of Chicago Press, 1905).

Starting a Class in Greek.—The following plan, which has been in successful operation for several years in the South Western Presbyterian University, Clarksville, Tenn., is based on two principles: (a) To reduce to the smallest possible compass the facts that must be learned; (b) to provide a system of reviews by which these facts may be firmly fixed in the mind.

At the first meeting of the class a word like *χώρα* is written on the board, the letters are explained, and each member of the class is called upon to pronounce the word; then they all write it on their tablets. The full inflection of the word is treated in the same way. The lesson for the second day consists of this paradigm and half a dozen words inflected in like manner, with their meanings.

On the second day, after the recitation has been made, *λόγος* is treated in the manner described above. This, with a few words declined like it, is added to the lesson already learned, and the whole assigned for the next lesson. The third day *φύλαξ* is studied as a specimen of the third declension.

The verb is attacked on the fourth day. The present indicative active of *λύω* is written on the board and the students copy it. To this is added the future indica-

tive, which is very much like it. A few other verbs with their meanings are included in the lesson for the next day. Seven days are thus devoted to the study of the indicative, and the whole verb is learned in fifteen days.

At first everything is repeated every day. But when the amount has become too large it is divided into sections, which now become parts of a system of weekly reviews. Some textbook is studied in regular order along with this rapid learning of the noun and verb, but rather slowly, so as to leave plenty of room for the other work.

When the contract verbs are taken up, the rules of contraction are first given and learned. Then with the uncontracted forms on the board the students are asked to give the contracted forms. One day is given to each class of these verbs. Two days are given to liquid verbs, the class again working out the forms according to distinct rules which they have previously learned. Three days are given to the μ -verbs, three to augment, reduplication and compound verbs, and one to the second aorist, making thirty days in all for the forms.

The *Anabasis* is now begun, and the teacher at first explains the lesson in advance. But daily review of the principles remains a constant part of the lesson. A few of the more important principles of syntax and a selected vocabulary of 250 words are, with the forms, divided into five parts, one for each day of the week. Thus the work for Monday may cover the indicative of $\lambda\acute{o}\omega$, contract verbs, the accent, and fifty words; the work for Tuesday is the subjunctive of $\lambda\acute{o}\omega$, liquid verbs, second aorist, indirect discourse, and fifty more words, and so on. By the time this has been done twenty or thirty times, the subjects become very familiar. G. F. NICOLASSEN.

Metrical Translations by the Virgil Class.—It will be of interest to know that it is not only possible for pupils to translate Virgil into metrical English but that such translation may even successfully be made a regular part of their work. Mr. G. W. Walker, instructor in the high school at Steubenville, O., has experimented along this line for a number of years, and finds that, while the degree of proficiency attained necessarily varies, the interest of the whole class may easily be enlisted in the undertaking. We give some of the details of his method and a specimen of translation by one of his pupils.

"Shortly after taking up the study of Virgil I devote ten minutes of the time to talks on English versification. I then give the class thorough drill in English scanning. Next comes invention and construction work in English. And finally we begin to scan in Latin.

"When this has been accomplished, we undertake the translation of certain passages into English verse. Such translations are handed in once a week and are required of all pupils. The productions are read in class, scanned, and criticized. In time the pupils became quite proficient. Frequently, in the regular Thursday recitation period, they are asked to translate metrically certain lines which they have already read. They first make a hurried prose translation and after some practice they transform this into verse quite readily. Pupils enjoy this kind of work very much."

Aeneid i. 81-91:

These words being spoken, Aeolus turned
 And smote the rugged rock
 With the haft of his spear; and the granite cracked
 And broke at the awful shock.
 And the pent-up winds, so long confined,
 Rushed out from their prison cave,
 And like serried hosts fell on the land
 With the rush of a tidal wave.

 They fell on the sea; and Africus
 And Notus and Eurus, too,
 Death-laden with destructive blasts,
 Tore up the ocean blue
 From its utmost depths; and the waters groaned,
 As the storm fiend through them tore,
 And the raging, foaming billows rolled
 And broke on the distant shore.

 The sailors wept; the rigging shrieked,
 And the heavens were snatched away
 By the lowering clouds; and the gloom of night
 Displaced the light of day.
 And then from the forbidding clouds
 Came the fatal lightning flash,
 And fierce destruction seemed to lurk
 In the ominous thunder's crash.

**Fellowships and Scholarships Held by Graduate Students of the Classics,
 1906-7.**

Bryn Mawr: Latin, \$500 (1), \$200 (4); Greek, \$500 (1), \$200 (1).

Cornell: Latin and Greek, \$500 (2), \$300 (2); Traveling Fellowship in Greek, \$1,000.

Harvard: Classics, \$300, (4), \$325 (1), \$250 (1), \$150 (1); Indic Philology, \$300 (1); John Harvard Fellowship (no stipend); Traveling Fellowship in Classical Philology, \$600, in Indic Philology, \$725.

Johns Hopkins University: Greek, \$500 (2), \$150 (1); Latin, \$500 (1), \$150 (2); Sanskrit, \$500 (1); Johnston Research Scholarship, held this year by a Ph.D. in Comparative Philology, the income of \$30,000.

Princeton University: Classics, \$600 (1), special fellowships (2); Archaeology, \$400 (1).

Tulane University: Greek, \$250 (1); Latin, \$250 (1); Ancient History, \$250 (1).

University of California: Classics, \$100-400 (3).

University of Chicago: Latin, four fellowships aggregating \$1,280, and one scholarship; Classical Greek, five fellowships aggregating \$1,020, and one scholarship; Biblical Greek, three fellowships aggregating \$945; Comparative Philology, \$520 (1).

University of Iowa: Latin, \$225 (1); Greek, one honorary scholarship.

University of Michigan: Classics, \$300 (2), \$250 (2).

University of Minnesota: Latin, \$250 (1).

University of Missouri: Latin, \$125 (3).

University of Nebraska: Greek, \$250 (1).

University of Pennsylvania: Classics, \$500 and free tuition (3), \$225 (1), free tuition (1); Research Fellowship, \$800 and free tuition.

University of Wisconsin: Greek, \$400 (1); Latin, \$400 (1); Greek and Latin, \$225 (1).

Vassar College: Latin, \$500 (1); Greek, \$500 (1).

Wesleyan University (Conn.): Greek, \$325 (1).

Vanderbilt University: Greek, \$300 (1); Latin, \$300 (1).

Yale University: Classics, \$300-450 (4); free tuition (7).

Recent Changes in Classical Faculties:

Yale University: Wilmot Haines Thompson, Ph.D., Yale '06, appointed tutor in Greek; John Dougan Rea, A.M. and Albert William Van Buren, A.B., appointed instructors in Latin. Sherwood Owen Dickerman, A.B., instructor in Greek, is studying at the University of Halle.

University of Texas: Dr. Daniel A. Penick, promoted from instructor to adjunct professor of Latin and Greek.

University of Nebraska: Frederick W. Sanford, sometime fellow of the University of Chicago, appointed assistant professor of Roman history and literature.

University of Cincinnati: J. E. Harry, professor of Greek, inaugurated dean of the graduate school.

University of Wisconsin: D. R. Lee and J. G. Brandt, of the graduate school, appointed assistants in Latin.

University of Michigan: John G. Winter, Ph.D., University of Michigan, appointed instructor in Greek.

University of Missouri: Dr. Wm. L. Westermann, assistant professor of Greek, appointed assistant professor of history in the University of Minnesota.

Johns Hopkins University: Charles S. Smith, Ph.D. '06, is assistant professor of Greek and Latin in the George Washington University; G. W. Elderkin, Ph.D. '06, has become a member of the American School at Athens.

Tennessee Philological Association.—The second annual meeting was held at Vanderbilt University, Nashville, November 30. Of the papers read at the two sessions, the following were by classical men:

"The Standard of the Persian King" (Professor Bonner, Peabody College).

"The Ambiguous Form of Question of the *Quid faciam* Type in Greek" (Dr. McWhorter, Sewanee Grammar School).

"The Neglect of *Antequam* (*Priusquam*) in the Grammars" (Professor Hullihen, Grant University).

"Relative Temporal Statements in Latin" (Professor Steele, Vanderbilt University).